

Report of the International Working Group

National Endowment for the Humanities
November 1999

The First Thirty-five Years: A Survey of NEH Support for Research, Education, and Public Programs about Other Cultures

Introduction	2
Individual and Collaborative Research	4
Research Resources	10
Serving the Needs of Teachers	14
Programs for the Public	18

The Importance of International Perspectives in 2000 22

Planning for the Future: Recommendations 25

Enhancing Educational Programs for Academic and Public Audiences	25
Encouraging International Research and Collaboration	28
Restorations	30
Potential Partnerships	33
Other	34

Members of the International Working Group 36

Endnotes 37

THE FIRST THIRTY-FIVE YEARS: A SURVEY OF NEH SUPPORT FOR RESEARCH, EDUCATION, AND PUBLIC PROGRAMS ABOUT OTHER CULTURES

Introduction

From 1966, when the National Endowment for the Humanities made its first two awards, to the present, support for projects designed to expand American understanding of foreign cultures has made a significant contribution to the humanities in the United States and the world. Although rarely a specific focus of the Endowment's funding, NEH projects on other cultures have resulted in scholarly works and reference materials on a vast array of topics, contributed to the preparation of teachers at all levels, and brought the world to America's communities through museum, media, and other public programs. This has been accomplished not through a separate division or office devoted to international programs but rather through the Endowment's core programs and its review process, in which the first criterion of judgment is the significance of the project to the humanities.

In creating the National Endowment for the Humanities Congress acknowledged the importance and interrelationship of research, education, and public programs in the humanities for "[achieving] a better understanding of the past, a better analysis of the present, and a better view of the future."¹ The founding legislation further states: "The world leadership which has come to the United States cannot rest solely upon superior power, wealth, and technology, but must be solidly founded upon worldwide respect and admiration for the Nation's high qualities as a leader in the realm of ideas and of the spirit." To fulfill its mission the new agency would develop programs to "support research and strengthen the research potential of the United States in the humanities. . . ; foster the interchange of information in the humanities . . . [and] public understanding of the humanities; [and] support the publication of scholarly works." No geographical or topical limits were imposed. The 1985 report of the House Committee on Education and Labor on the Reauthorization of the National Endowment for the Humanities makes explicit the importance of attention to the history and culture of other nations of the world:

The humanities know no national boundaries, and to develop and understand our culture in today's world, the Endowment for the Humanities should be involved in international cultural activities.²

The legislation gave the agency the authority "to foster international programs and exchanges."³ Understanding the history and culture of the United States requires attention to the events and traditions that shaped the thinking of every American from Native Americans and the first settlers to later immigrants; understanding "our culture in today's world" requires knowledge of the events and traditions that are even now shaping the world's course for the future.

Humanities projects cannot be evaluated by utilitarian criteria alone, but the relevance of the humanities to understanding contemporary events should not be overlooked. In the NEH's early years the need for attention in the broadest sense to the practical uses of research and its relevance to contemporary problems was emphasized. The Endowment's first Chairman, Barnaby C. Keeney, wrote in the *Fourth Annual Report* on fiscal year 1969:

In the humanities, as in the sciences, much detailed research of a seemingly obscure kind must be undertaken before conclusions of broad significance can be made accurately. Moreover, the eventual practical use of studies in the sciences or in the humanities is not always immediately apparent. Had an Endowment for the Humanities thirty years ago funded a study of Southeast Asia with public funds, it is likely that there would have been in certain quarters considerable outrage. Today the Endowment is funding such a study without a murmur against it, for obvious reasons. And it is perhaps too late.⁴

Keeney saw knowledge of the histories, cultures, and languages of other countries and people as an “essential ingredient of foreign policy” and placed importance on understanding the origins of our policies and the effects of international conflict on our own society.⁵ In 1972, for example, the Endowment awarded a grant to the Foreign Policy Association in New York City for a series of scholar-led reading and discussion groups for the public on humanities perspectives on foreign policy and foreign affairs. After the early seventies, the relevance of projects to contemporary events ceased to receive emphasis. The Endowment continued to support a variety of projects that brought humanities perspectives to bear on understanding recent history. One example is a 1990 grant to the Peninsula Library System in Belmont, California that supported “The War in Vietnam: A Reading and Discussion Program,” designed to help Americans better understand the war in Vietnam, its impact on American culture, and its legacy in literature and the arts.

Research supported by the Endowment continues to provide valuable resources for understanding the cultural context of contemporary events. In April of 1999, for example, a writer for *The San Diego Union-Tribune* turned to a linguist at the University of California at San Diego for help in understanding the war in the Balkans and the power of the “blood feud” in this part of the world.⁶ In an article with the headline, “IN GRIM WORLD OF ALBANIANS, A DICTIONARY OFFERS A CLUE,” the comments of Leonard Newmark, the author of the most complete English dictionary of the Albanian language, cast light upon the cultural importance and complexity of *besa*, a “code of honor and faith.” Neil Morgan, the author of the article commented that “this arcane book” proved to have a contemporary relevance that no one could have expected when the work was begun. Newmark’s work on the dictionary was supported by grants from the NEH between 1987 and 1992.

The painstaking work of scholars rarely garners media attention, but it provides the foundation for educational programs and advances our understanding of the complex world in which we live. An overview of the development of Endowment programs to support research, education, and public programs will highlight the ways in which the NEH has contributed to expanding knowledge and understanding of other cultures and their relationship to the United States. An assessment of the present capacity of the Endowment to continue support of such projects and the importance of international perspectives in planning for the future follows. The third section of the report offers suggestions for future planning. The report concludes with a selective review of developments in the study of four areas of the world that will illustrate the variety, breadth, and depth of NEH’s contributions to the fields.

Individual And Collaborative Research

When the National Endowment for the Humanities was established in 1966, the agency had three broad objectives: the development of individuals as scholars, teachers, and practitioners of the humanities, the development and dissemination of knowledge, and the improvement of teaching and programs aimed at the general public. The **Fellowships and Summer Stipends** Programs were designed to support the first of these objectives, the encouragement of individual research.⁷ Since fellowships in the sciences have been a major factor in the development of the nation's superb scientists, it was considered a matter of prime importance that a similar effort be undertaken on behalf of the humanities. Although the programs did not have a specific directive to promote research on international topics, these early projects covered a wide range of international interests and included studies in history, anthropology, art history, music history, foreign languages and literatures, philosophy, and interdisciplinary areas on subjects related to countries beyond our own. An added benefit of the research undertaken by the Endowment fellows was that it led the grantees to develop new courses and revise old ones when they returned to the classroom.⁸

The Endowment has always sought to encourage the very best in scholarship whether focused on the present or the past, on national or international topics. During the more than three decades that have passed since the establishment of the Endowment and the institution of the Fellowships and Summer Stipends awards, projects in international studies have grown in number. From their inception, these programs have supported projects of an astonishing range and depth. The subject matter spans the globe; virtually every country in the world, past and present, has been a focus of NEH-funded research. Many of the grantees have received prestigious awards for their works. With the primary goal of assisting individuals to attain scholarly excellence, these programs remain a major element in the Endowment's contribution to international studies. NEH fellows during the academic year, 1999-2000, will work on projects dealing with twenty-five countries and territories, including Austria, Bolivia, China, England, France, Germany, Hungary, India, Indonesia, Israel, Italy, Japan, Malaysia, Mexico, New Guinea, Nigeria, Peru, Polynesia, Romania, Russia, South Africa, Spain, Sri Lanka, Thailand, and Turkey. The projects range from "A New History of the Silk Road" "to "The Idea of America in European Political Thought, 1492-1992," and from "Planning Paris: Architects, Engineers, Intellectuals, and the Shaping of the Modern City" to "A Social History of Medicine in Bolivia, 1900-1950."

The Endowment's early planning also took into consideration the need for American scholars to share their research with colleagues abroad and "to maximize their effectiveness in the international context." The *First Annual Report* describes the initial efforts to support individual scholars by providing a modest amount of support for **travel to international conferences** in the humanities and opening the possibility of support for American institutions to host international meetings.⁹ An award of \$25,000 to the American Council of Learned Societies in 1966 for its program of "Travel Grants to International Congresses and Conferences Abroad" was one of the first two grants made by the Endowment (support for this program was discontinued in the mid-eighties).

Support for **research conferences** held in the United States began in a limited way a few years later, and in 1974 a separate program was established. This program helped American

institutions host international conferences and so make it possible for more American scholars and students to meet colleagues from other countries and take part in the interchange on issues and topics important to the humanities. Among the conferences receiving partial support in the Endowment's early years was the "International Josquin Festival and Conference," held at Lincoln Center in New York in 1972 and consisting of presentations and performances for the public as well as working sessions for musicologists and musicians. The conference led to more scholarly attention to Josquin and an opportunity for the public to discover the works of a previously little known composer. Other conferences receiving NEH assistance in the seventies included an international congress on the philosophy of law, held in Saint Louis, and an international conference at the University of Pennsylvania in connection with the Bicentennial on the history of American medicine.

Over time the program evolved to encourage a type of conference that differed from the typical academic congress by a tight focus and an expectation of productive discussions and publications that would advance research in a field or topic of major importance in the humanities. The conferences responded to a critical juncture in research on a particular topic, the availability of new data or materials, or the need to integrate the results of disparate studies and other developments that could affect future research. Many of these conferences involved foreign scholars, both conferences on American history and culture and conferences involving international and comparative studies. NEH support helped to make it possible to assemble scholars from around the world as well as from around the country, something that does not happen at the typical academic meeting. Some examples of NEH research conferences were "The American Philosophical Tradition as Interpreted and Used in Other Countries," "Christianity in the History of Russian Culture," "The Political Aspects of Islamic Philosophy," "The History of Kenya, ca. 1830-1980," and "European Identity and Its Cultural Roots." Virtually every one of the conferences supported by the Endowment resulted in a publication and also led to further collaboration between US and foreign scholars. The Conferences program was discontinued as a separate category in 1996 when the Endowment suffered a nearly 40% reduction in its funding. Conferences remain eligible in the Collaborative Research program, but only a few have been funded in the last three years.

The Endowment's leadership in its first decade recognized that **research in archives overseas** was necessary for US humanities scholars studying other cultures and that most other public and private sources of support for international research gave priority to the social sciences and policy-related studies. Support for the humanities through other agencies, the Endowment's leaders discovered, was "either partial or peripheral"; such programs were not established "to provide broad support for all fields of the humanities, or they were designed to provide support for much more than the humanities, with the consequent tendency to have a focus that was too diffuse to produce major support for the humanities."¹⁰ Recognizing that conducting research abroad often involved overcoming obstacles and that obtaining access to foreign archives was not always easy, the Endowment's early leaders anticipated the need to support American facilities abroad.¹¹ This led to the establishment of the only program that was designed specifically to provide fellowships for scholars to travel to research centers and collections both here and abroad. In 1967 a small pilot grant was made to the American Research Institute in Turkey as a test of the feasibility of such a program. In 1972 the Endowment made its first award to the International Research and Exchanges Board (IREX) to support an expansion of its

fellowship and small grant programs to include more support for humanities scholars. IREX administers fellowship programs and collaborative research projects with the countries of the former Soviet Union, Eastern Europe, and Mongolia. A few years later two other programs of US international research organizations received funding: the humanities programs of the Committee on Scholarly Communication with China and the International Postdoctoral Grants Program of the American Council of Learned Societies and the Social Science Research Council, which supports research in the humanities by American scholars on Africa, Asia, the Commonwealth of Independent States, Eastern Europe, Latin America, and the Near and Middle East. Recently the American Councils for International Education: ACTR/ACCELS and the National Council on Eurasian and East European Research received Endowment support for fellowships for US humanities researchers engaged in or planning collaborative research projects in the humanities with researchers in eastern Europe or Eurasia.

In 1974 the Endowment began accepting applications from **independent centers for advanced study** with existing fellowship programs to offer additional fellowships to scholars in the humanities. As stated in the annual report of that year, "Under the program scholars will come to well-known independent centers for advanced study and research to pursue their own work under the double stimulus of association with resident scholars and with other visiting Fellows."¹² The first American overseas center to receive support was the American Academy in Rome. The international research organizations and overseas centers facilitate access for American scholars to local resources and contacts with foreign scholars. In some cases, the centers also provide on-site resources for research. NEH has never been the major supporter nor the largest single supporter of any these institutions; its support has largely been aimed at assisting in the expansion of opportunities for humanities scholars and at preserving programs whose existence has been threatened by the withdrawal or reduction of private support. The program has involved a minimal investment in administrative costs for NEH because it utilizes the grantee organizations' existing structures as well as particular expertise for the processing and review of additional applications. More than 2600 scholars have received NEH support through these institutions for research abroad. Today the NEH supports 13 centers and organizations providing such opportunities; in 1998, 71 NEH fellows supported through this program¹³ conducted research in 27 countries.

The needs of scholars to travel to consult research collections both in this country and abroad led to the creation in 1983 of the **Travel to Collections** program. This program provided small grants (\$500 at first and then later \$750) to assist scholars with the costs of travel to museums, archives, libraries, and other repositories to consult materials essential to their research. The program was discontinued in 1994 when Congress mandated the institution of a dissertation grants program and the funding and staffing requirements of this new program made it impossible for the Endowment to maintain the successful but high-volume and labor-intensive travel grant program.

In 1992 the Endowment announced the **Special Opportunity for Archival Research** in response to emerging opportunities for scholarly research in recently opened archives in newly democratized countries, such as the former Warsaw Pact countries of Eastern Europe and the republics formerly part of the Soviet Union. Projects focusing on research in any part of the world, however, were eligible. Grants supported travel, living, and research expenses. The program received 196 applications in January, March, and May of 1993 and made 60 awards. One grant recipient, for

example, was able to gain access to previously unavailable documents pertaining to policy discussions between the Polish Communist leadership and the Workers' party in German-occupied Poland.

NEH travel grants and support for international scholarly conferences led to productive contacts between Americans and colleagues abroad, and sometimes these contacts resulted in active collaboration. **Collaborative research** has been more common in the sciences than the humanities, however, and the importance of interchange among scientists around the world has been long recognized. Acknowledging that "research and education in science and engineering benefit immensely from international cooperation," the National Science Foundation "encourages US scientists, engineers, and their institutions to avail themselves of opportunities to enhance their research and education programs through international cooperation" and "provides opportunities for future generations of US scientists and engineers to gain the experience and outlook they will need to function productively in an international research and education environment."¹⁴ Interchange and cooperation similarly enrich the humanities, and the National Endowment for the Humanities has been instrumental in actively encouraging collaboration among US humanities scholars and with scholars abroad.

One of the activities in which collaboration was the established and necessary method of research in the sixties was in **archaeology**. From its first year, the Endowment recognized the need to support international archaeological research and excavation. The National Foundation on the Arts and the Humanities Act of 1965 includes archaeology in its description of the disciplines supported by the NEH, and the Endowment in its first year announced a program "established to support development and dissemination of knowledge [and] aimed at permitting American scholars to maximize their effectiveness in the international context."¹⁵ The program began with only modest support for travel and partial funding for excavations. The *First Annual Report* notes that "virtually no Federal funds are available for support of classical and European archaeology; yet these areas are the cradles of American civilization."¹⁶ The report also points out that archaeological research is important in itself but also important for the training of a new generation of archaeologists, classicists, historians, and art historians.

Among the early sites of archaeology projects receiving NEH support were Corinth, Greece, and Sardis, capital of the ancient kingdom of Lydia in Turkey during the six centuries before the birth of Christ. Professor G.M.A. Hanfman of Harvard University, who was the NEH project director of the Sardis project, commented that the 1970 grant of \$10,000 plus \$5,000 of matching money, which covered only "rock bottom research expenses," "played very much the role of 'seed money' or of a cornerstone upon which the entire structure rests."¹⁷ Sardis was believed to be the place where coinage was invented and was the terminus of the royal transcontinental road of the Persian Empire. Over the years, the site has provided many fresh insights into the history of civilization. According to the project director, the project also made a lasting contribution to Turkish-American relations.

NEH support for archaeology projects has in most cases served as "seed money"; the Endowment's support assures other funders that the project has been thoroughly reviewed and recommended by scholars in the field. Archaeologists have been very successful at raising funds from foundations and from individuals to support their work. Often as part of the fund raising

effort these project directors have brought results of their work to public audiences. George Bass, the “father of marine archaeology,” has spoken to hundreds of school and public groups. His work has been featured in museum exhibits here and in Turkey and on public television programs such as “NOVA.” These efforts to disseminate the knowledge gained from excavation and research have helped the impressive fund raising efforts of the Institute for Nautical Archaeology at Texas A & M University.

The Endowment’s support for archaeology projects, including those on international topics and staffed with international teams, increased throughout the 1970s and 1980s. During the period from 1966 to 1995, the NEH supported 35 collaborative projects in Central America; 17 in South America; 7 in Oceania; 10 in the Far East, Southeast Asia, and India; 62 in the Near East countries of Iran, Iraq, Israel, Jordan, Syria, and Lebanon; 26 in Turkey; 31 in Africa, including Egypt; 14 in Cyprus; 49 in Greece, Crete, and the Aegean; 25 in Italy; and 17 in other European countries, the Balkans, and republics of the former Soviet Union.¹⁸

International collaboration is common on archaeology projects. A scholar from Babson College in Massachusetts and a scholar from Germany are currently combining their expertise in epigraphy and art history with American and Egyptian colleagues in a project to record and interpret inscriptions on the royal pyramid chapels of Kush in the Sudan. In Pakistan, an archaeologist from the University of Wisconsin is working with an international team at Harappa to explore the correlation between the use of writing and the development of technology and trade in order to understand how the political, economic, and social organization of the ancient Indus cities enabled their rulers to integrate a vast area without extensive military coercion. The project provides an example of how American archaeologists give something back to the country in which they work. With other support, the project takes responsibility for the preservation of the artifacts and excavated structures that constitute the cultural heritage of Pakistan and of the world as a whole. The project staff collaborate with local scholars and conservators and also assist in training Pakistani students in museum development. In addition, the Harappa project staff have made their discoveries available to students, teachers, and armchair travelers through the publication of *Ancient Cities of the Indus Valley Civilization* and the project’s website. The project director has even created a coloring book for children about Indus life that will be published in the five major languages of Pakistan as well as in English.

In 1996, because of significant cuts to the NEH budget, the archaeology program merged with five formerly separate research programs (Interpretive Research, Humanities Studies of Science and Technology, Conferences, Editions, and Translations) to form the Collaborative Research Program. Available funding for archaeology projects has been reduced by about 64%. Since 1996, during three cycles of funding, the Endowment has supported only 15 archaeology projects; 13 of these are being conducted overseas and involve international collaboration. By contrast, in 1995, the last year in which there was a separate archaeology program, 19 projects were funded.

The reduction in funds has also affected the Endowment’s ability to fund other kinds of **collaborative research** projects. Large-scale projects that address broad and complex topics benefit from combining the experience and efforts of a number of scholars, and over the years collaboration in the humanities has become more common. Among the early examples of such

projects to receive NEH support was a project in the early seventies on the origins of the French Revolution. Scholars worked in French archives and used computer analysis of information about the lives and careers of 50,000 officers of the *ancien régime* between 1750 and 1789 to study the evidence of philosophical and professional fragmentation in the army in the pre-Revolutionary period.

More recently, the Endowment granted support to the University of Texas, Austin, for the preparation of the *Oxford History of the British Empire*. While to some it might seem unusual that this project on the history of the British Empire is headed by an American, W. Roger Louis, others here and in England have said that a synthetic account of the history of the British Empire ought to reflect the perspective of colonies and former colonies as well as that of Westminster and Whitehall. This project incorporates colonial perspectives not only by charging contributors with including such materials, but also by involving an international cast of scholars. The grant product, a five-volume, multi-author history, is a highly original and accessible work of scholarship that offers an economic and social analysis of imperialism, of resistance and collaboration, and of cultural trends that resulted in pressures for political transformation and eventual dissolution of the Empire. In addition to NEH funding, the project has had support from the Rhodes Trust and Oxford University Press.

Over the years NEH grants for collaborative research have helped produce major studies of far-reaching impact. In October of 1997 the President of China presented to the President of the United States at the White House *Three-thousand Years of Chinese Painting*. The volume, the first of a projected 75 volumes on Chinese culture and civilization, is the result of an unusual collaboration between scholars in the US and China and was supported in part by an Endowment grant to Yale University Press. The series has also received substantial private support.

Loren R. Graham of the Massachusetts Institute of Technology received NEH support for his widely recognized scholarly work on Soviet academic and scientific structures. This placed him in a good position to head a project on the crisis that struck Russian science when the dissolution of the Soviet Union removed state funding for scholarly endeavors. The NEH-supported project coincided in time with especially acute debates in Russia, not only on the role of government in the scholarly community, but also on the management of available funds. Graham worked with faculty from the Russian Transportation University and St. Petersburg University and some members of the Russian Academy of Sciences. Graham wrote a book entitled *What Have We Learned about Science and Technology from the Russian Experience?*¹⁹ and has published several articles in Russia and the US. These publications have attracted considerable attention, including articles in the *Washington Post*. An NEH offer of matching funds was used to attract additional support from the Sloan Foundation. Together, the NEH and the Sloan Foundation provided the catalyst for a program that has helped to promote the use of peer review in Russia and depoliticize science funding.

Although funding for collaborative research has been much reduced, the program continues to support large projects involving international collaboration. Currently, for example, a professor at the Baylor College of Medicine in Houston and a philosopher from Union College in Schenectady, New York, are working with over 50 contributors worldwide on the preparation of a history of medical ethics from antiquity to the twentieth century which will be global and

comparative in its treatment. NEH support will help to make possible American participation in this important effort.

Research Resources

Necessary for the development and dissemination of knowledge are the texts and aids to scholarship that are essential for scholarly research. One of the first actions taken by the Endowment in its first year was “to devise a program of support for the production of ‘pure texts’ of major American authors.”²⁰ The program later expanded to include **editions** of important texts originating in other countries. One early example from 1972 was an edition, translation, and study of Serbo-Croatian heroic songs, epics whose oral tradition has helped to throw light on questions about the composition of earlier epics, including the Homeric *Iliad* and *Odyssey*. Over the years the Endowment has helped American scholars prepare authoritative and annotated editions that made available to scholars in the United States and around the world important texts and documents that were either previously unavailable or accessible only in seriously flawed editions. These projects often involved international collaboration and funding.

An international team of editors led by American musicologist, Phillip Gossett, is preparing, with NEH support, a complete edition of the works of Giuseppe Verdi, which is being published by the University of Chicago Press and Casa Ricordi of Milan. A number of the operas and the *Requiem* have already appeared and have been used in premier performances by such opera companies as La Scala, Covent Garden, and the Metropolitan Opera as well as the Chicago Symphony Orchestra. Broadcast and televised performances have been heard and seen by hundreds of thousands of music lovers the world over. The project director has been able to persuade the Verdi family and Casa Ricordi to make available hitherto inaccessible autograph scores and other materials.

Michelle Hannoosh, a scholar at the University of California, Davis, received NEH support for her work on an edition of the journals of Delacroix, and in the course of her work discovered a hitherto unknown journals kept by Delacroix on a trip to North Africa as well as a previously unattributed painting by the artist. She was responsible for their acquisition by the Bibliothèque Nationale, where they are acknowledged as national treasures. Samuel Armistead and Israel Katz – one a scholar of comparative literature and the other an ethnomusicologist – have collected and studied the narrative ballads and music of Judeo-Spanish lyric poetry spanning a period of 500 years. They have taped and interviewed singers among the Spanish-speaking Jews of diaspora in the US, North Africa, Israel, Latin America, and the Eastern Mediterranean. Among the other editions being prepared by international teams of scholars and supported by the Endowment are a multi-volume edition of the *Records of Early English Drama*, the correspondence of Charles Darwin, the poetry and plays of W.B. Yeats, and a new edition of the works of John Donne which reflects the many changes he made in his poems over time.

In 1977 at the suggestion of a member of the National Council on the Humanities the Endowment established a program to make available to American scholars, teachers, and students annotated **translations** of foreign-language texts. In the beginning advice was sought from prominent scholars; later, surveys were done in various fields to determine what East Asian and Near Eastern texts were most significant and most needed. From the beginning, the wide

range of languages and disciplines reflected in the awards underscored the agency's interest in providing insight into the history, literature, philosophy, and scientific and artistic achievements of other cultures. In the words of Joseph Duffey, who was then Chairman: "The National Endowment for the Humanities, recognizing the need for increased world-wide cultural and scholarly interchange, has pledged funds to support a translations program which will answer to this need."

The first projects supported by the new program included translations of the Sanskrit epic poem *Valmiki Ramayana*, selected letters of the anti-Nazi German lawyer Helmuth von Moltke, and a nineteenth-century collection of Russian folklore. By 1995, the list of funded projects included some 500 translations from well over 100 languages, each with an introduction and annotations that would place the work in context for an American audience of students, scholars, and the general public.²¹ Many of these, such as Anthony Yu's translation of the Chinese epic, *Journey to the West*, have been used in schools and colleges around the country.

Many distinguished translations have been prepared with the assistance of the Endowment: among them, the complete works of Danish philosopher Søren Kierkegaard, for which Howard and Edna Hong of St. Olaf College were honored by the King of Denmark; the *Popol Vuh*, central text of the Quiche Mayan, which won the PEN Translation Prize for Dennis Tedlock of Boston University; and a dramatically new version of Dostoevsky's *The Brothers Karamazov*, for which independent scholars Richard Pevear and Larissa Volokhonsky won the PEN Book-of-the-Month Club Translation Prize. The citation for the latter award praised it as "a supremely inventive translation . . . a remarkable act of cultural restoration that is closer to the Russian text than any previous English translation."

Another translation project throws light on the early history of this country. A team of scholars is producing an edition and translation of 17th-century records of the colonial government of New Netherland. Written in an archaic form of Dutch, these are original colonial archives of continuing legal and historical importance relating to parts of New England and the Middle Atlantic States. Some of them have been incorporated into curricular materials for the 4th and 7th grades. The project has also established an internet program between schools in Friesland, the Netherlands, and Bethlehem Middle School, New York. This project is also an interesting example of "partnership": the research, translation, and related educational activities have been supported by the New York legislature, the New York State Library, the Netherlands Ministry of Education and Science, the Prince Bernhard Foundation (as well as other Dutch foundations), the publisher Elsevier, Heineken, Citicorp/Citibank, Telecom Netherlands, the Littauer Foundation, and many small donations in the \$500 to \$5,000 range from individuals of Dutch descent.

A large number of NEH-supported projects involve international collaboration: a team of translators worked on a multi-volume edition of Friedrich Nietzsche's complete *oeuvre*; a multi-national team translated documents selected by archivists in Russia from among millions of items in their repositories for their significance in illuminating the Stalinist and post-Stalinist years; and a young US scholar transcribed the oral folktales of the African bushmen, which have been translated for American high-schools and used in the original language to develop teaching materials for African schools.

In 1996 the program was merged into Collaborative Research as a result of the agency's reduced funding, and since then only twenty-one translation projects have been funded.²² This is a reduction from an annual average of about thirty awards a year before 1996 to five. This serious diminution has come at a time when the need to understand the cultures of other countries and regions of the world remains constant and compelling. For example, among the last translations supported under the independent program were a widely-respected contemporary Bosnian novel, a collection of Mao Zedong's speeches and writings from 1912 to 1949, and the memoirs of a Russian artist active in the pre-*glasnost* dissident movement in the Soviet Union.

From 1977 until it was discontinued for lack of funds in 1995, the Endowment's small but important **publication subvention** program helped to bring many significant works in the humanities to scholarly audiences and the wider public. Through modest grants averaging \$7,000 per volume, the program helped to underwrite the publication costs of some 1100 books published by 106 separate scholarly publishers in 34 states. The vast majority of the costs were borne by the publishers; the Endowment's support helped in such ways as allowing color illustrations, increasing the number of illustrations, or enabling the publisher to price the book so that individuals might buy it and not only academic libraries. Many books that subsequently won major awards received subventions, and easily 70 percent of those supported were on international topics, for example, *An Aerial Atlas of Ancient Crete*, *The Arts of Zaire*, *Indo-European Myths of Creation and Destruction*, *China's Epic Drama*, and the prize-winning two-volume *Mosaics of San Marco in Venice*.

Another way in which the Endowment has made a major contribution to scholarship here and around the world is through its support for **aids to research, such as bibliographies, catalogues, dictionaries, and encyclopedias**. Although limited funding in the Endowment's earliest years prevented an immediate response to needs in the field for the creation of new research tools, over the years opportunities for support were put into place. Beginning with projects such as the *Computer Concordance to Four English Poets: Jonson, Marvell, Pope, and Swift* in the late sixties, the first historical atlas of South Asia in 1970, and in 1971 four computerized bibliographies of the literature in all languages that treated modern Chinese society, the Endowment has helped to support the production of major resources for scholarly research. By their very nature most of these projects are international either in scope, subject matter, or impact. The common thread of all such projects is that they strive to establish a coherent body of information on a given topic or to provide tools to develop or expand the knowledge of the field or access to that information. Fields of study are rarely enclosed by one area, be it geographic, linguistic, or disciplinary; hence basic tools have an international dimension either in what they study or by the makeup of their users.

Some NEH-funded projects provide easier access to existing works. Among these are **guides to collections and bibliographies**, such as the Columbia University catalogue of medieval and renaissance manuscripts and *A Directory of Collections for African Studies in the U.S.* Often these projects involve international collaboration and receive support from public and private sources in other countries, such as the modernization of the access system to the Vatican Archives. The *International Union Catalog of Chinese Rare Books*, which contains approximately 17,000 titles of books and manuscripts produced in China before 1796, will be entered in the international bibliographic utility, Research Libraries Information Network.

Libraries in China, Europe, and North America participated in the project. To bridge the gap between traditional Chinese rare book scholarship and modern library computer technology, the central editorial office developed and published in a bilingual edition cataloging guidelines and standards. The catalog will become the most complete source for identifying the existence and location of early Chinese texts in the world and will thus affect all scholarship on China from ancient times through the eighteenth century.

The Endowment also supported the *English Short Title Catalog*, which aims to record the output of the press of England and its related territories from the invention of printing through 1800 (and items printed wholly or partly in English or any of its vernaculars anywhere in the world). It will include records of every known copy of each item in repositories world-wide. It now contains over 430,000 records of individual items, amounting to 2,000,000 records of holdings in more than 1,000 libraries. According to one specialist in the field, it is “the single most important bibliographical project now underway in the Anglophone world...[and] has literally transformed scholarship.”

Closely connected with these activities is support of **cataloguing projects and the development of technological organization** to simplify access to the growing body of intellectual material. Classics was among the first of the disciplines to develop effective use of technology, and scholars in the field were aided by the Endowment in the computerization of *l'Année Philologique*, the international bibliographical database for the study of classical antiquity.

Other works supported by NEH provide an updated comprehensive view of an entire field, such as the *Encyclopedia of Islam*, and a few are able, by their scope, to redefine a field, such as the *History of Cartography* or the *Encyclopedia Iranica*. NEH also supports primary research in the documentation of languages and in the creation of various types of linguistic tools for scholars, teachers, and students. **Dictionaries** are the first window from one culture to another, and the NEH has helped scholars produce dictionaries of ancient languages such as Sumerian and Assyrian and languages that have not been well studied, such as Songhay, spoken in Mali, and Aluku, spoken by descendants of Dutch slaves in Suriname. Other projects include the *Etymological Dictionary of Old High German* and linguistic atlases, such as *Spanish of New Mexico and Colorado*. The NEH has also been a major contributor to the study and preservation of Native American languages, which while technically not foreign are nevertheless unknown to the vast majority of Americans. Scholars, often working with native informants, with the help of NEH have been able to document, preserve, and make public information on many endangered and extant Native American languages, such as Pomo and Osage. In addition, the Endowment has supported a number of translations of Native American literature, such as *What Our Elders Tell Us: The Oral History of the Inupiat of Northern Alaska* and *Political Oratory of the Northern Iroquois*.

In 1988 the Endowment established an Office of **Preservation**, whose first mission was the microfilming of brittle books that were in immediate danger of literal extinction. Among the first preserved were those dealing with Italian history and pre-Soviet law at Harvard, the Arabic collection at Princeton, and at Stanford Soviet legislative documents and materials documenting the career of Juan Perón. Some libraries pooled their resources to facilitate the microfilming and established the Research Libraries Group, the Southeastern Library Network, and other such

groupings that enabled the preservation of endangered books on a vast array of topics and areas from the art of Southeast Asia to Latin American Studies to works on Eastern Europe.

Before the 1996 cutbacks the Endowment was able to support a number of projects that gave American scholars greater information about documentary collections abroad. For example, a grant to the ACLS in 1993 supported the microfilming of 3,760 titles of Chinese-language monographs published between 1931 and 1945, the years leading up to and including the Sino-Japanese War. Reductions in funds have curtailed such possibilities.

Serving the Needs of Teachers

The first place American students encounter the world beyond the US borders is usually the classroom, with teachers as their guides. Strengthening sustained thoughtful study of the humanities, including the study of other cultures, has been the objective of the Endowment's support for a wide variety of projects designed to improve humanities instruction at all levels of education. The NEH guidelines explain, "Such study is the foundation for understanding important contemporary issues and enduring questions of human existence. History, literature, languages, ethics, philosophy, and other humanities disciplines introduce students to the riches of human thought and imagination and to the complexity of cultural expression in this country and worldwide."²³ The experience of students is enriched when their teachers are actively engaged in a continuing process of expanding their own understanding of the subjects they teach. Teachers at all levels "need to assimilate a rapidly expanding body of scholarly knowledge and to explore new connections among humanities subjects while continuing to cultivate their original fields of study."²⁴

The Endowment began supporting faculty development efforts through **summer institutes and workshops** in its first years and also encouraged inter-institutional cooperation and the dissemination of improved curricula in the humanities. Institutes and workshops brought faculty at the college and precollegiate levels together with senior scholars to focus on important subjects in the curriculum and make more effective links between research and teaching. NEH has consistently been guided by the conviction that better teaching comes from teachers who are engaged in gaining mastery of the materials they teach. Early efforts addressed needs in all areas of the humanities, including the study of other cultures. A project at Temple Buell College in Colorado in the early seventies focused on Chinese cultures and developed courses and material, which were then shared with schools in other areas of the country. In Lincoln, Nebraska, scholars and teachers in cooperation with Japan's national television station developed a televised course on the history and culture of Japan designed for working adults attending college part-time. The University of North Carolina and Duke University combined efforts to offer a Medieval and Renaissance Studies Institute, and the University of Connecticut offered an institute for college teachers on Greek philosophy and science. Topics covered in summer institutes often reflect areas in the curriculum that need strengthening. In the seventies, for example, the University of Missouri received support for an institute on anglophone African and Caribbean literature, and Edinboro State College, Pennsylvania, offered an institute on modernization and social change in Asia. Over the years NEH summer institutes have responded to the changing needs in humanities education at all levels and have helped teachers expand and refresh their knowledge of the subjects they teach and enrich their courses with the variety of

perspectives provided by recent scholarly research and curricular developments. In the summer of 1999, for example, the slate of summer institutes included “The Arab World and the West: A History of Intellectual Relationships,” “*La Francophonie*: A Study of the Literature and Cultural Geography of French-Speaking West Africa with a Focus on Senegal,” “Memory, History, and Dictatorship: The Legacy of World War II in France, Germany, and Italy,” “Islam and the 21st Century: Heritage and Prospects,” and “New Sources and Findings on Cold War International History.”

Opportunities to engage in depth with important issues in the humanities and to conduct research enhance professional development and renew the excitement of discovery that originally drew teachers to their fields of interest. Institutes generally address broad topics with a faculty of several collaborating scholars and seek to have a direct impact on what is taught in the classroom, but, because they cover an extensive amount of material, they do not provide time for research and close study. Recognizing the importance of ongoing research for college teachers, the Endowment in 1973 began a program of **summer seminars** for college faculty who have heavy teaching loads and lack access to research libraries and opportunities for collegial exchange. The seminars brought participants together at a research institution under the leadership of a senior scholar for reading, discussion, and the advancement of their own research. Topics of seminars have spanned time periods and continents ranging, for example, from Sophocles to Solzhenitsyn and from Zen Buddhist philosophy to democratization in Latin America.

In 1983 a parallel program for school teachers was instituted. The seminars for school teachers emphasized the close reading of important texts, such as the *Gilgamesh*, the *Aeneid*, *Faust*, *Don Quixote*, and the works of Shakespeare, Confucius, and Soyinka. For example, in 1998 a professor of Japanese history at the University of California, San Diego, conducted a four-week summer seminar for school teachers centered on travel writings that illustrate how the conceptual boundaries between societies are established, perpetuated, and changed. Participants read the writings of Japanese travelling abroad and of Western visitors to Japan during the Meiji Period (1868-1912) to understand better this important era that helped to shape twentieth-century relations between the United States and Japan.

Since the beginning of these programs, 2,493 seminars have been offered on topics spanning American and foreign cultures. Over the years approximately 33,000 teachers have participated, a significant portion in seminars focusing on other cultures. In the summer of 2000 seminars will be offered on such topics as “Intersecting Histories of Mexico and the U.S.: A Focus on Border Regions and Immigration,” “Historical Interpretations of the Industrial Revolution in Britain,” “India and Rome: Culture and Religion from the Classical Middle East to the Hindu Kush,” “The Arthurian Illuminated Manuscript and the Culture of the High Middle Ages,” and “Individual, State, and Law in Ancient Greece, Rome, and China.”

Between 1985 and 1997, as a result of cooperation with USIA, foreign participants joined American teachers in NEH seminars focusing on American history and culture. USIA managed the selection process for foreign participants and supported the costs for those teachers. Participants and directors alike found their experience enriched by the greater diversity of

perspectives, and teachers from abroad had the opportunity to pursue research at American institutions and take part in discussions with American colleagues.

Many state humanities councils also offer programs for teachers. In Minnesota, for example, teachers could attend seminars on such topics as “World Mythologies, World Views,” “Beyond Disney’s ‘Lion King’: The Kingdoms of Medieval West Africa,” and “The Legacies of Greece and Rome.” “Teacher Enrichment Programs: The Maine Collaborative” offers seminars, workshops, and institutes for Maine’s K-12 teachers, encouraging lifelong learning, enriching teaching, and affecting hundreds of students; the program for 1998-1999 included “Chinese History and Culture.” In Nebraska, “Shakespeare and the Renaissance World” brings seminars, performances, and pre-performance discussions to teachers and students in five Nebraska communities.

Institutes and seminars have helped faculty develop their expertise and enrich their courses, but that is not the only way in which the Endowment has promoted the improvement of humanities education on foreign cultures. Support provided to institutions allowed faculty to revise **courses and curricula** and improve **teacher-training programs**. Grants to the East-West Center at the University of Hawaii provided for workshops on Asian studies for faculty across the United States, including community college faculty. A recent grant to the World History Association is supporting a collaborative effort by the Association, the City University of New York at Queens, the University of Illinois at Chicago, and California State University, Long Beach, to develop and disseminate three models for integrating world history into social studies methods classes for pre-service teachers.

The Endowment has also been interested in projects that help teachers use the new electronic technologies to enhance students’ understanding of humanities subjects. To stimulate planning for constructive and substantive use of the new electronic technologies to enhance learning in the humanities, the Endowment in 1996 announced a three-year special opportunity for **Teaching with Technology** projects. The American Historical Association with NEH support has assembled teams of college and community college teachers from California, North Carolina, and Wisconsin to develop online materials for teaching US history, world history, and Western civilization survey courses. The Association will then disseminate these materials nationally. The Endowment also supported “Art and Life in Africa,” a CD-ROM database on sub-Saharan African visual arts developed at the University of Iowa, Iowa City, for use in high school world history curricula, and “Journey Along the Silk Road: Cross-Cultural Encounter and Exchange,” the development and field testing of a prototype CD-ROM on the Silk Road, a network of trade routes linking China and the Mediterranean, that allows students to explore themes of cultural exchange in world history.

In the Spring of 1997 the Endowment joined with the Council of the Great City Schools, MCI WorldCom, and the National Trust for the Humanities to create “EDSITEment,” an internet resource that identifies the best available humanities websites for teachers, students, parents and educators and includes online lesson plans. “EDSITEment” is a user-friendly website with links to 72 of the top humanities sites, including resources for teaching about other countries, such as “African Studies WWW,” “AskAsia,” “Digital Dante,” and the Latin American Network Information Center. The sites are selected through a rigorous merit review process.

From time to time the Endowment has also introduced special initiatives to encourage attention to important topics or issues in the humanities. Twice initiatives have focused on foreign languages. In 1985 the Endowment began two initiatives: “Understanding America” and “Understanding Other Cultures.” Acting Chairman John Agresto explained the intent: “The immediate goal of these two initiatives is to reinvigorate the study of American history and the study of **foreign languages** in order that we might all better appreciate what it means to be an American and better appreciate the character and the minds of other nations by studying their languages. These initiatives, it is my hope, will spearhead a movement that will ensure that our future generations will be able to exercise America’s role of world leadership in an enlightened and wise manner.”²⁵ Institutions such as Phillips University in Enid, Oklahoma, and Westminster College in New Wilmington, Pennsylvania, received grants to strengthen foreign language instruction through faculty and curricular development.

The 1985 initiative, however, did not elicit a wide response. Therefore in 1990 the NEH Division of Education Programs announced a special five-year **Special Opportunity in Foreign Language Education**. Aimed at strengthening foreign language at the pre-collegiate and undergraduate levels, the competition was open to projects on all languages but especially “[encouraged] proposals for projects on critical, widely used languages—such as Russian, Japanese, Chinese, and Arabic? . . . not commonly taught in this country.”²⁶ The Endowment also sought to encourage “language-across-the-curriculum” efforts to give undergraduates the opportunity to use the foreign language skills in upper-level courses in history, politics, religion, and economics as well as courses in literature. The American Council on Education with NEH support, for example, mounted a national effort to improve foreign language study in colleges and universities. A component of this effort was a project to strengthen language-across-the-curriculum programs. In the five years in which the Special Opportunity ran, the Endowment awarded 72 grants amounting to approximately \$15,796,000 for a variety of activities including a project to develop a Russian language program at Luther College in Iowa, the development of a nation-wide achievement test in Japanese, a national project at Ohio State University on the Arabic language and culture for high school teachers of social studies and languages. Another project at Middlebury College in Vermont aimed to create teaching materials integrating formal written Arabic with the vernacular form of the language spoken in Egypt. It utilized authentic video material collected in Cairo. The series that was developed has been highly successful, being adopted by more than 40 college-level programs in Arabic in the United States and in programs in England, Germany and the Netherlands. It has even been adopted in Arabic speaking countries such as Morocco and Yemen as a means of learning the Egyptian vernacular.

Some of these projects were aimed at **early-immersion programs in elementary schools**. A grant in support of a summer institute for thirty Georgia elementary school teachers of French and Spanish went to Macon College to support in-service professional development and the creation of authentic teaching materials including children's classics. In 1990 the NEH supported the Public School District of Eugene, Oregon, as it developed a school devoted to Japanese language and culture immersion ultimately extending to grades K-8. The University of Oregon then received a 1994 grant to support the development of a national network for Japanese language immersion teachers in elementary schools. The network, which is still active, included an annual conference, a periodic newsletter, and an electronic resource exchange. Elementary Japanese

immersion programs are now found across the country in Cincinnati; Anchorage; Detroit; Charlotte, North Carolina; Portland and Eugene, Oregon; Great Falls, Virginia; Montgomery County, Maryland; and at several locations in California. Another example is a grant to Northern Arizona University for a program to train 415 Arizona teachers of Spanish in kindergarten through the eighth grade to integrate culture and language more effectively through a study of Mexican history and Chicano literature.

Reductions in funding since 1995 have drastically curtailed the Endowment's capacity to support humanities programs for teachers. As an illustration, in 1995 158 summer seminars and institutes were offered; in 2000 there will be only 49. In 1995 there were approximately 2,600 participants; in 2000 there will be only 890. To take it one step further, in 1995, the participants then reached approximately 403,000 students; in 2000 participants will share their experiences with an estimated 136,500 students.

Programs for the Public

The Endowment has contributed significantly to public understanding of different countries and cultures around the world. The success of all of these projects begins with NEH's requirement that projects have equally high scholarly and programmatic quality. To achieve this, experts in the various formats, such as filmmakers, radio producers, exhibition designers, and librarians, must collaborate over the full course of the project with scholars in the humanities.

The Endowment has a long history of support for public programs on other cultures. In the agency's first decade, grants supported the costs of acquiring a British production of *War and Peace* for broadcast on American public television and helped support the popular "King Tut" exhibition, which drew large crowds of viewers around the country. The exhibition enabled the audiences not only to see valuable objects from ancient Egypt but also to gain insights into their discovery and historical significance through the design of the exhibition and explanatory material.

While programs on American subjects have been far more common among NEH-funded projects, it has not been the Endowment's policy to set priorities that would either promote or discourage certain subjects. The exceptions have been in the case of short-term special initiatives, for example, the Columbian Quincentenary Initiative, which resulted in the television series, "Columbus and the Age of Discovery," as well as several exhibitions and reading and discussion programs in libraries concerned with the interaction between the Old and New Worlds.

The Endowment's approach was to determine which media, formats, and avenues attracted substantial public audiences and to work with experienced programmers to adapt these to humanities subjects and approaches. Over time, certain formats developed as particularly effective at presenting humanities subjects to public audiences: broadcast media, especially television; exhibitions in museums, historical societies, and libraries; and reading and discussion series. More recently, interactive multimedia technology promises new opportunities for users to become engaged with humanities materials and issues. This new technology has already enhanced public programming on international subjects. For example, a recent grant to the Mint

Museum of Art in Charlotte, North Carolina, is supporting “Life, Death, and Sport: The Mesoamerican Ballgame.” This traveling exhibition examines a team sport that has been played in elaborate masonry courts from 1500 BCE onward. In addition to the exhibition, the Museum is creating a website that will provide special opportunities for users to explore the rituals and architecture of the ballgame as well as more general aspects of the culture, history, and art of the ancient civilizations of Central America.

NEH **media projects** have brought the cultures of the world into people’s living rooms, family rooms, kitchens, and even cars. They are recognized for their rigorous attention to content and their use of experts in the field as consultants. Media project budgets have been large enough to cover the additional costs of research and consultation that enable producers not only to get the basic facts right but also more importantly to account fairly for the major interpretations and viewpoints. In a film series such as “The U.S. Mexican War,” for example, the perspectives of both American and Mexican scholars are explored.

NEH **films and television and radio programs** have contributed to general knowledge and understanding of world history and cultures by complementing the programs produced for public television on news and public affairs. While such programs take pains to present information accurately and to analyze matters of current interest from multiple perspectives, most are not intended to delve into the long historical background from which current events have developed. The NEH-supported film, “The Gate of Heavenly Peace,” on the other hand, examined the demonstration in Tiananmen Square in 1989 by placing it in the larger context of political attitudes in China over the past century. A grant to the public radio news program *The World* supported a year-long series on the history of immigration from around the world to America. A grant in 1985 supported a series of radio programs on understanding modern India. One program, for example, examined India’s diverse languages, races, religions, geography, and climate; another examined Indian notions of time and how Mahatma Gandhi consciously blended past and present to achieve his political goals. In addition to the full series, short segments were produced and broadcast on National Public Radio’s *All Things Considered* and *Morning Edition*, thus expanding the audience.

When Americans cannot visit the rest of world, **museum and library exhibitions** bring the world to America. Through its support, NEH has contributed to the creation of a genre of interpretive exhibits that provide background information and context for the objects on display. Wall labels and other interpretive materials of the quality and character that NEH expects would not be possible without support for extensive research and consultation with scholars, and without this explanatory material many international subjects would remain beyond the comprehension of most viewers. Endowment support for international exhibits has enabled institutions to mount valuable, interesting exhibits that go beyond the scope of their permanent collections. Such exhibits are extremely expensive to mount, and support from NEH has therefore enhanced the service that museums provide to their communities. For example, the Los Angeles County Museum of Art received a grant for a traveling exhibition examining the contributions of American Egyptologists and institutions to the understanding of ancient Egypt. The American Research Center in Egypt was the co-organizer of the exhibit, and members of the Supreme Council of Antiquities of Egypt participated in the planning. A recent grant to the Worcester Art Museum in Massachusetts is supporting “Antioch: The Lost Ancient City,” consisting of a

traveling exhibition, catalog, video, website, and interpretive programs on 2nd-6th century CE culture at Antioch, one of the four great cities of the Roman and early Christian world. The Museum of New Mexico in Santa Fe received support for “Carnival!”, a traveling exhibition on the changing social meaning and dynamics of the carnival festival in Europe and the Americas.

Exhibitions traveling to public and university libraries throughout the United States reach millions of Americans. For example, “The Jazz Age In Paris,” which explores post-World War I Europe, particularly Paris, and offers a perspective on Europe’s early jazz movement, its close relationship to the development of jazz in the US, and the American artists, writers and musicians who lived in Europe at the time. The exhibition is traveling to 28 public and academic libraries across the United States, taking with it bibliographic information and video tapes for classroom use. Other traveling exhibitions include “The Many Realms of King Arthur,” which examines medieval and Renaissance European texts relating the many, many stories of Knighthood, romance, the search for the Grail, and European contact with the Middle East from the early 12th through the 16th centuries. “Seeds of Change” and “New Worlds, Ancient Texts” are two other exhibitions that have traveled to hundreds of public and university libraries in an attempt to explain the cultural impact of the 15th century encounter of Europeans, Asians, and the inhabitants of the newly “discovered” American continents.

In addition, NEH grants have supported outreach activities for school children, and curricular components that small- to medium-sized museums and libraries do not have the resources to offer on their own. Such activities have not only extended the audiences for exhibits, they have enriched the curriculum of schools and the learning experiences of school children.

Reading and discussion programs held in libraries throughout the United States give Americans an opportunity to enrich their reading experiences through conversations with scholars who study and teach literature. Such NEH projects differ in important ways from the more formal kinds of classes offered in college and university extension courses. They are the product of collaboration between a group of scholars and experts in public programs, rather than the vision of one teacher. Reading and discussion programs in libraries, led by scholars from local academies, colleges, or universities, are spirited and substantive conversations that demonstrate the rewards of reading and sharing reactions to the texts. Many of the themes examined in these programs are drawn from books about other cultures and in languages other than English. Book discussion programs in America’s libraries have focused on literature from Africa, Asia, Europe, and Latin America. Discussions have occasionally been conducted in Spanish and in Asian languages. “The Language that Unites Us” and “The Bridges that Unite Us,” multi-lingual programs, have explored Spanish texts such as *Neruda’s Garden: An Anthology of Odes*, Fuentes’ *The Crystal Frontier*, and Alvarez’s *In the Time of the Butterflies*, and Japanese texts, including Kenzaburo’s “Aghwee the Sky Monster” and Kawabata Yahunari’s *Thousand Cranes* and Ozu Yasujiro’s film, “Tokyo Story.”

With regard to international subjects, the programs that have been among the most successful with audiences have been those that help Americans understand how peoples around the world are adapting to change and how changes within and outside their borders are affecting them. For example, a grant to the Howard County Library, Maryland, supported “Winds of Change: The Middle East.” This series was part of a larger reading and discussion series for public libraries

and senior sites. The goal of the series was to explore objectively the sentiments of the people of the region and to examine the major issues that have contributed to developments in the Middle East today. Another program in the series focused on Russia and Eastern Europe.

Because the viability of these programs does not depend on high audience numbers, they can address topics that would not justify the high cost of a national television broadcast or major national traveling exhibition. For example, some projects have focused on the emigration to America of smaller ethnic groups such as the Basque and the Hmong. A grant to The Book Group: Exploring Literature in Company, Salt Lake City, Utah, supported a project called "Voices from the Homeland." This project focused on six works by South African writers.

Multimedia projects are still a relatively new area for public humanities grants, and no large-scale interactive multimedia projects on international subjects have yet to come to fruition. Digital technology promises to enhance existing formats such as media broadcasts and museums exhibitions as well as to create new opportunities with independent interactive websites and CD-ROMS for individuals to engage international subjects. Some grants, such as to Oasis Institute (Older Adult Service and Information System) in Missouri for "Reemerging Russia: Search for Identity," support web components. This project brought together humanities scholars and older Americans in a series of discussion programs in ten sites across the country to explore the reemergence of Russia through its literary, artistic, cultural, ethnic, and religious traditions. The grantees hope to link American participants to cities in Russia through the Sister Cities program.

A number of the projects that the Endowment has supported have been taken abroad to **overseas audiences**. Some television series have been international co-productions, such as "Columbus and the Age of Discovery," with versions designed for audiences in other countries; some museum exhibitions have traveled to points abroad, such as "China: 5,000 Years," which was seen at the Guggenheim Museums in New York City and Bilbao, Spain. In addition, the United States Information Agency has used material prepared for library exhibitions on US topics, such as Congress and Duke Ellington, in their programs abroad.

Playing an important role in programs for the public and reaching millions of people each year across the nation are the **state humanities councils**. Many of the states have supported programs on the history and culture of other nations. Often these programs highlight countries to which some of a state's residents trace their roots. The Illinois Council, for example, is supporting workshops on Philippine history, programs on the state's French heritage, and a "Midwestern Irish Language Initiative," focusing on Gaelic language and culture. "GERMANY IN US" is a new statewide initiative of the Indiana Humanities Council, launched in the fall of 1999. According to the 1990 census, one in three Indiana citizens claims a German ancestor, and "GERMANY IN US" reflects this heritage and highlights the contributions of German-Americans to Indiana's history and culture. The project also responds to interest in contemporary German language and culture and the significant commercial ties between Indiana and Germany. The project offers a variety of programs, such as lectures, performances, film series, computer learning centers, and reading and discussion groups. It also includes a website with additional resources.

“GERMANY IN US” is only one of the Indiana Council’s international programs. Another program called “International Awareness Grants” is designed “to promote public awareness of Indiana’s ties to the rest of the world.” One of the Council’s grants is supporting a project that seeks to develop conflict resolution skills for 4th and 6th grade students with the assistance of music from around the world and what it teaches students about the cultures from which the music grew. Another Indiana project is “New Communities for the New Century: Answers for Retirement and Ecology,” exploring the challenges of retirement in other cultures and ecosystems.

Other state councils sponsor programs on a wide variety of topics on world cultures. In Texas the Humanities Council supported a bilingual exhibition exploring the similarities between the 12,000-year-old archaeological and historical records of the grasslands of the Americas, specifically the Texas Southern Plains and the Pampas of Argentina. In Florida the Humanities Council assisted Florida International University to host a public conference on the Dead Sea Scrolls. The Madison Children’s Museum received a grant from the Wisconsin Council in support of an exhibition and educational outreach programs on “Brazil: Beyond the Rainforest.” The Washington Commission for the Humanities speakers’ bureau offers programs on such topics as “Eyewitnesses on Global Frontiers.” This presentation offered a comparative study of the eyewitness accounts of three “shapers of the Western self-image” in the mid-19th century: David Livingstone in southern Africa, Charles Darwin in Argentina, and Alexis de Tocqueville in Algeria.²⁷

THE IMPORTANCE OF INTERNATIONAL PERSPECTIVES IN 2000

The Endowment’s contributions to an understanding of other nations and of America’s place in the world have been steady and substantial in the agency’s first thirty-five years. The final decades of the millennium, however, have produced significant changes that challenge the Endowment’s leadership and staff to re-examine the role NEH should play in the future in supporting the international dimension of the humanities. Some of these changes are external to the Endowment, but one is internal. The crippling reductions in the NEH budget for its core programs imposed in fiscal year 1996, when the NEH appropriation was reduced by 36%, have severely limited what the agency can do in all areas of endeavor. Support for projects focusing on other cultures has decreased 54% since 1995. A restoration of funds for core programs from public or private sources would allow the NEH again to take a leading role in the support of humanities activities focusing on other nations or involving international collaboration. For the present the Endowment must consider how best to plan for the immediate and more distant future when outside events and developments present both challenges and potential opportunities in an international context.

The reduction in the Endowment’s funds has come at a time when interest in international connections and collaboration among humanists is growing. The last decade has seen a spate of conferences, publications, proposals, and debates about the impact of “globalization” and the consequences of technological advancements for research, education, and international communication and cooperation. Scholarly and educational organizations and various government agencies are re-evaluating programs and priorities in this light. Since the end of the

Cold War, scholars and public intellectuals have often debated the exact nature of "globalization," but no one has disputed its rapid onset. Its impact cannot be ignored.

The end of the Cold War, the advance of technology, and changes in sources of support for international research and education led the American Council of Learned Societies (ACLS) to organize a meeting in 1994 on "The Internationalization of Scholarship" and to formulate an agenda for future action. Participants from the ACLS's constituent scholarly organizations saw an increase in opportunities for international research and collaboration, but substantial practical obstacles and a decrease in resources at the institutional and national levels.²⁸ Scholarly libraries, they observed as an example, have been forced by fiscal constraints to reduce acquisitions of materials from abroad, and they pointed out that the "academic reward system in the U.S. continues to inhibit international scholarly activities."²⁹ The participants affirmed "the importance of scholarship which increases our understanding of particular countries and human communities across the world" and asserted that "we need a steadier, more even attention to the world, one that is less subject to the fluctuations of interest caused by foreign policy issues, economic opportunities, or other causes."³⁰

Discussions of internationalization of research and education have been intertwined with other diverse issues facing scholars and educators in the humanities, such as the role of the humanities in the undergraduate curriculum and the challenges presented by the growth of fields such as cultural studies to the traditional definitions of the disciplines and the boundaries between them. As many educational institutions increasingly see the need to prepare students to function in a "global economy," humanists are articulating their role in this mission. Addressing the topic, "The Transformation of Humanistic Studies in the Twenty-first Century: Perils and Opportunities," at an ACLS panel in 1997, Pauline Yu, Dean of Humanities, University of California, Los Angeles, affirmed the value of "the critical and self-reflective skills of humanistic disciplines" in the dialogue about globalization and commented, "If, as it appears, the university of the twenty-first century has declared itself an international institution, it ought to start by knowing something about the world."³¹ Another panelist, Thomas Bender, Dean of Humanities at New York University, predicted:

The context for humanistic scholarship in the next century will be at once local, national, and global. The humanities will make their connection to society at the local level, but this local focus will be inherently cosmopolitan, made so in part by the movement of peoples and ideas on a global scale.³²

The argument for "internationalizing the curriculum" is being made in many quarters. Seventy-five percent of the state boards of education now have implemented specific expectations for the teaching of world history. Namji Steinemann of the Asia Society reports that the Society recently conducted surveys of teachers involved in international education and found that "the majority of teachers do not have the educational backgrounds necessary to deal competently with the courses they teach." The American Historical Association responded to growing interest and demand for materials on world history with a series of Essays on Global Comparative History, published in 1996. In the foreword to the series, editor Michael Adas explains the motivation for the series: "The appearance of numerous works by prominent scholars on transcultural interaction and on variations in social systems and political economies, the great proliferation at

both the college and secondary-school level of courses on world history and numerous textbooks with which to teach them, and the formation in recent years of the World History Association . . . all testify to the increasing importance of global and comparative scholarship and teaching within the historical profession.” Robert L. Albright, President of Johnson C. Smith University in Charlotte, North Carolina, in an essay in *Educating for Global Competence: America's Passport to the Future*, comments, “What a sad irony that the most international people in the world should be in dire need of being internationalized . . . I suspect that our understanding of our ethnic diversity would be illuminated and enlightened by a better understanding of the world that surrounds us, of the people with whom we share this world.”³³

Other government agencies view the internationalization of education and research as “an established fact and a major industry.”³⁴ A background paper for the United States Network for Educational Information, a partnership between the Department of Education, US Information Agency, US Department of State, and several higher education associations, sets the context for the network’s functions as an information and referral service for American students, teachers, and institutions interested in international education and exchanges:

Increasingly, the components of our [educational] system are required to prepare Americans to work in a global economy and to themselves compete as service providers in an international education and training market. American business and industry is strongly supportive of this international involvement, as is government at all levels. Much of the current impetus for American educational reform and improved standards derives from the nationwide effort to become and remain economically and educationally competitive in a world context.³⁵

The National Science Foundation currently dedicates \$350 million a year to international activities. The agency states, “Research and education in science and engineering benefit immensely from international cooperation.”³⁶ The international aspect of the NSF’s mission is “to advance U.S. science and engineering through international activities consistent with the increasingly global nature of research and education and to ensure that U.S. scientists and engineers develop the international experience and capabilities to support and participate in these activities.”

As the National Endowment for the Humanities moves into the next century, the implications of developments in the scholarly and education communities in all areas must inform planning and guide responsiveness. The importance of the international dimension of the humanities must be considered. The creation of an Endowment-wide working group focusing on international activities is a step in that direction and has served to remedy a past absence of attention to an aspect of NEH activity that this report shows is generally dispersed throughout the agency’s programs. Charged with reviewing the implications of developments in international research and education and the public’s interests along with the Endowment’s current and potential relationships with the humanities communities in other countries, the working group can monitor the effectiveness of NEH programs and help formulate recommendations for future planning.

Whether we are examining themes in works of literature, exploring the history of technology, or studying the roots of democracy, the trail of inquiry inevitably reaches across borders and into

the wider human experience. Because "the humanities know no national boundaries,"³⁷ the Endowment must consider how "globalization" is changing its research, education, and public outreach mission and must prepare for new challenges and new opportunities.

PLANNING FOR THE FUTURE: RECOMMENDATIONS

The most effective way to restore support for international activities in the humanities undertaken by and benefiting Americans is to increase support for the NEH's core programs. The overview of the history of NEH support for projects on other cultures makes clear the breadth and richness of the past contributions and the continuing possibilities. The Endowment has made its contribution without a separate division or office of international programs and without special encouragement of projects focusing on foreign cultures. The members of the International Working Group regard the Endowment's record as confirmation of the success of the NEH review system and do not recommend any institutional changes that would isolate international projects. Scholars, educators, and organizers of public programs appear to need merely some sense that projects with an international component and those focused on the study of foreign cultures will continue to be an important component in the mosaic of Endowment programs and interests.

The reductions in the Endowment's Congressional allocation in FY 1996 forced the elimination of some programs that have made important contributions to knowledge of other cultures and imposed severe funding constraints on others. The International Working Group recommends the restoration or strengthening of several core programs. In addition, the group recommends consideration of several new initiatives should funds become available. Some of these initiatives are not conceived as solely "international" in purpose, but would have wide application to humanities topics. Increased funding for core programs and for the new initiatives outlined below will in most cases simultaneously benefit projects on US culture while having a special importance for projects with an international focus.

Recommendations:

1. ENHANCING EDUCATIONAL PROGRAMS FOR ACADEMIC AND PUBLIC AUDIENCES

Teaching World History

Recent developments both in research and in K-12 education argue for active attention to this area of inquiry. The study of world history has only in the past twenty years moved from being the preserve of individual scholars of considerable breadth (such as Marshall Hodgson, William McNeil, and Philip Curtin) to becoming a "field." The World History Association was started in 1982, but the infrastructure to support that field of inquiry is still being built. Graduate programs are relatively few. Good teaching must be grounded in sound scholarship, and that scholarship is now appearing at a more steady pace and sparking lively responses.

School planners and legislators across the country have jumped ahead of the field's development to require world history and cultures courses in the high school curriculum. Enthusiasm for

school reform has promoted the implementation of various kinds of content standards, and now these are being subjected to an equally broad commitment to student assessment. New York, for example, now has a two-year world history and cultures requirement, and soon high school students will be required to take Regents tests to see how well the goals have been accomplished. The majority of America's schools offer world history courses, but there is a shortage of teachers adequately prepared to teach world history. Very little has been done to provide in-service and pre-service training opportunities in this area.

This situation offers the Endowment an unusual opportunity to encourage the development of a field important to the humanities, to generate better teaching materials, and to train both teachers and education school faculty in world history and literature. Additional funding for Seminars and Institutes, if it were available, could allow, for example, five summer institutes for school teachers on teaching world history and cultures and ten seminars looking in depth at issues or topics in world history such as "nationalism" or "urbanization." The recent grant to the World History Association might provide a model for national education projects directed at pre-service training. The development of computer-assisted teaching materials could help address the problem of inadequate texts. Grants might also support institutions or consortia intent on developing graduate programs in world history. The Endowment might also consider encouraging applications for synthetic research projects through the Fellowships and Collaborative Research program.

- Impact: Such an effort could have a broad outreach and strengthen the capacity of teachers to respond to states' requirements for the teaching of world history.
- Cost: With grants typically ranging from about \$150,000 for a National Education Project, about \$90,000 for a seminar, and \$160,000 for an institute, the cost of three national projects, five to seven seminars, and four to five institutes conceivably would range from \$1,400,000 to \$1,900,000. Support for research projects could range from \$30,000 for a fellowship to \$150,000 for a collaborative research project.
- Staffing: An increase in funding available for existing programs would not necessitate the addition of staff.

Travelling Small-scale Exhibitions

Interest in international subjects is not limited to America's largest cities, even though they tend to be the sites of large exhibitions of objects from other countries. Because of both the costs involved and the difficulties of handling fragile and rare objects, institutions in America's smaller towns are not equipped to display exhibitions of extremely valuable international objects. Many cultural institutions, however, have objects of lesser rarity and fragility that nonetheless have strong cultural and historical value, objects usually in storage and not on display. The Endowment could institute a program to support smaller exhibitions of such sturdy, interesting materials that could travel for up to three years to a large number of venues. Such exhibitions could address a single foreign culture or compare two or more cultures around a set of common themes. The exhibitions would offer a particular advantage for small towns by making it possible for their residents to see close-by the cultures of distant, unfamiliar lands. In addition, these exhibitions focusing on other countries should be designed especially to complement the teaching of world history in the schools. The subjects of the exhibitions would be chosen to focus on the material culture of the selected countries and time periods of the curricula of local

schools. For example, an exhibition could look at farming techniques around the world in the Fourteenth Century or slave objects from ancient Egypt through American slavery. The Endowment could support the collaboration between museums and educational institutions to ensure the interest of the exhibitions to the schools. The State Humanities Councils could also play a part in helping organize travelling exhibitions and in setting up complementary programs for public and school audiences. This program would play a significant role in extending the reach of Endowment programs to small towns across the United States.

- **Impact:** Such a program could reach broad audiences and also support the curriculum of local school systems as well as the individual efforts of local teachers.
- **Cost:** The costs of such an effort would include the coordination of the subjects and the sites between museums and schools; the design, implementation, and travelling of the exhibits; special activities for school children at the museum; and appropriate materials and programs for general audiences. Grants to plan such exhibitions would average \$50,000, with the expectation of institutional cost-sharing. Grants for implementation would range between \$200,000 and \$300,000. The cost of 10 planning awards and 4 implementation awards would be approximately \$1,500,000.
- **Staffing:** The program would require additional program and support staff in the Division of Public Programs; some work could be involved for the staff of the Division of Education Programs.

Multimedia Projects in Public Programs

The Endowment could encourage the development of interactive multimedia projects that demonstrate the many powers of digital technology to present humanities content in exciting, compelling ways for audiences. The Endowment could call for proposals to create model programs in connection with media broadcasts, exhibitions, and reading and discussion groups. We can see even at this early point that digital technology promises to enhance existing formats such as media broadcasts and museum exhibitions as well as create new opportunities for individual use through independent interactive websites and CD-ROMs. Such an initiative would be of particular benefit to projects on foreign cultures, with which the audience is usually less familiar and where there are fewer opportunities for study. The initiative would call for 10 grants to develop pilot projects and 3 grants to produce a full scale model project in each of the major program areas, media, exhibitions, and independent projects.

- **Impact:** As broadcast television goes digital, radio programming makes greater and greater use of the web to rebroadcast and enhance programming, and more and more museums, historical societies, and libraries experiment with technology to inform visitors about their collections and exhibitions and involve them in further study, such an initiative could have a wide impact.
- **Cost:** We anticipate the cost of 10 development grants to be about \$50,000 each and the cost of 3 production grants to average \$400,000 each; the total cost would be \$1,700,000.
- **Staffing:** Such an initiative would require extensive staff work with potential applicants and would also inspire more applications than we currently receive. Additional program and support staff would therefore be needed.

An International Dimension to “My History Is America’s History”

“My History Is America’s History” is the Endowment’s web-based project on the connections between family history and American history. Incorporated into the next phase of the project could be additional international links to resources that can help users extend their searches back in time and across borders to the countries of origin. Links to emigration institutes abroad and to the official web pages of individual countries could be established to provide a gateway for further exploration.

- Impact: Helping Americans trace their family histories back beyond the first immigrants can provide incentives to learn more about the countries from which they came and would expand knowledge of history, geography, and world culture.
- Cost and Staffing: The cost and staffing needs for this particular dimension of the next stage of the project cannot be isolated from overall costs of the “My History is America’s History” project.

2. ENCOURAGING INTERNATIONAL RESEARCH AND COLLABORATION

Resident Scholars in World Cultures

In partnership with another agency or foreign government, the Endowment could support a program under which an American institution would apply to host a distinguished foreign scholar who would collaborate with local faculty in research, faculty development activities, and educational and public programs. Funding from other sources, US or foreign, might support the costs of the scholar's salary, travel, and residence, and the Endowment could support partial administrative costs of the host institution. Anticipating that a large number of institutions would be interested in such a program, the group recommends that such an initiative be limited at the outset to university or college humanities centers and the regional centers in order to control the numbers of applications.

- Impact: Such a program would enable institutions to strengthen their programs in specific area studies or foreign languages and develop public programs based on the areas of expertise of the distinguished resident scholar.
- Cost: With an expectation of institutional cost sharing, a grant might support partial costs of administration and local faculty activities and public programs in an amount of about \$50,000 a year. Twenty awards would cost approximately \$1,000,000.
- Staffing: The program would require additional program and support staff.

The NEH Regional Centers as International Centers

American Studies Scholars from Abroad

The NEH Regional Centers will be ideal locations for scholars of American Studies from other countries to conduct research and participate in collegial activities, such as conferences and faculty development seminars on topics pertinent to the region. The International Working Group recommends that the Endowment seek partnerships with private foundations, other

government agencies, the Fulbright Scholar Program, community heritage groups, the American Studies Association, and other professional associations here and abroad to foster opportunities for scholars and teachers from other countries to have periods of residence at the regional centers.

- Impact: The presence of scholars and teachers of US history and culture from other countries would enrich dialogue and provide diverse perspectives on issues in American studies. The international visitors themselves would benefit from opportunities to conduct research at local institutions and participate in dialogue with local scholars and teachers.
- Costs: Costs for scholars from abroad would have to be born by other funders. Once the Regional Centers have been established, they might make applications to the Endowment for faculty development projects, public programs, collaborative research projects, and international scholarly conferences on topics in American studies with participation by both local and visiting scholars and teachers.
- Staffing: International initiatives at the regional centers would have no impact on staffing at the Endowment.

Programs on Comparative Cultural Perspectives and US Foreign Policy

The International Working Group recommends that, once the regional centers have been established, they take advantage of the expertise of individuals with diverse experience who may be resident in the region temporarily or permanently. Many US citizens serve abroad, either within the Foreign Service, or in the various volunteer activities funded by the US or by international agencies of which the US is a part. Their long stays in the target country give them a fuller understanding of the area than, say, journalists who cover dramatic events. When such persons return to the United States, either for home stay or to return to their usual employment, their expertise is rarely tapped. The major think tanks focus on high level and high visibility personnel, and universities require scholars, not “hands-on types.” The establishment of a “foreign-policy-specialist-in-residence” position at each regional center could accomplish two useful functions:

- Bring persons with firsthand knowledge of some part of the globe to the region, which may not have specialists in that area, and facilitate contacts with local humanities scholars, and
- Enable US citizens serving abroad to spend meaningful time in parts of the US that they may have not experienced before.

The centers could also invite former Peace Corps participants, Fulbright fellows in the region, US Fulbright alumni, and scholars supported by other exchange organizations, such as IREX, to participate in activities.

- Impact: The presence of US citizens with substantial experience abroad would enrich dialogue and provide diverse perspectives on regional studies and the history of US foreign policy.
- Costs: Costs to the NEH would be primarily those involved in the establishment of the centers. Subsequent applications might be expected for international scholarly conferences on topics in American and regional studies.

- Staffing: International initiatives at the regional centers would have no impact on staffing at the Endowment.

3. RESTORATIONS

The reductions in the Endowment's budget since 1995 forced decreases in the numbers and size of grants made in the core programs and also the elimination of several free-standing programs with their own budget lines within the divisions' budgets. For example, the Endowment provided \$5,000,000 to support 70 summer seminars for school teachers in 1995, and this year awarded only \$1,253,560 for 14 seminars, to be held in 2000—a 75% reduction. Projects previously supported in the separate programs in the Research Division are still eligible in the Collaborative Research Program, but the overall level of funding available has been reduced 50%. Funding for projects other than scholarly editions, such as translations, archaeology projects, scholarly conferences, and other kinds of collaborative research, has decreased 70%. All of these programs made valuable contributions to the understanding of other cultures. Restoration of funding and in some cases the reinstatement of specific programs would restore the NEH's capacity to support the humanities in an international context. The following recommendations offer examples of what restoration of previous programs and strengthening of existing programs could do to broaden understanding of other cultures.

Access to Foreign Archival Material

The Division of Preservation and Access and the Division of Research have supported a number of projects that gave American scholars greater information about primary source collections abroad. For example, a grant to the ACLS in 1993 supported the microfilming of 3,760 titles of Chinese-language monographs published between 1931 and 1945, the years leading up to and including the Sino-Japanese War. The microfilm is now available at the Center for Research Libraries in Chicago or by interlibrary loan. In 1989, the Endowment supported a project to provide a comprehensive inventory of the Vatican Archives (records generated by nearly five hundred distinct offices and agencies between circa 800 A.D. and the present), which had previously been described in indexes, and indexes of indexes, that were available only in the index room of the Archives in Rome. The inventory, available online and published in 1998, provides a researcher with a clear idea of the content and arrangement of the records, thus allowing for efficient planning of research travel, and, as a recent reviewer put it, “[saving] precious hours of research time for those who consult the collection in person.”

Both the Text Encoding Initiative (TEI) and Encoded Archival Description (EAD), supported by the Endowment in various manifestations—pilot and implementation projects, invited conferences—have had international impact on the way electronic text is marked up for exchange, manipulation, searching, and other uses. Such standards, applied internationally, make information about foreign resources and publications more easily available to American scholars. At a time of rapid technological development, it is important that humanities resources be fully and efficiently represented on the World Wide Web (or its successor).

An increase in funds to the division would allow the possibility of greater support for such projects. The group suggests that, if additional funds become available, the Endowment consider

a special emphasis on access to foreign documentary collections and research tools for the study of foreign cultures.

- Impact: Increased access to information about collections abroad would benefit American scholars and save time and expense in their research efforts.
- Cost: Approximately \$100,000 a year.
- Staffing: Additional staff with specialized skills (1/2 FTE) would be needed.

Archaeology

Support for archaeology projects began in the Endowment's earliest years. Between 1965 and 1995 a total of 293 projects received NEH grants. In 1995, the last year in which there was a separate archaeology program, 19 projects were funded; in 1999 only four projects received support, and the amount of funds awarded was only 36% of what had been awarded in 1995. The Endowment was for the first thirty years of its existence the major funder of historical archaeology projects conducted by US scholars here and abroad. The National Science Foundation (NSF), which also funds archaeology, has different priorities. It seeks "to support the acquisition of anthropologically relevant archaeological knowledge and to strengthen the structural context within which such research takes place." A recent study by an NEH staff member showed that 90% of the recipients of NSF archaeology grants between 1991 and 1998 were in anthropology departments.³⁸ Projects in classical, Egyptian, and ancient Near Eastern archaeology are rarely funded by NSF. Thus, the reduction of NEH support has been a major setback for US archaeological research.

The International Working Group therefore recommends that funding be sought for the restoration of the Archaeology Program.

- Impact: Grants would benefit the discipline of historical archaeology and would help train scores of young archaeologists (both students and recent recipients of the doctoral degree) working on large-scale projects with senior scholars.
- Costs: Restoration of funding to 1995 levels would require approximately \$2,200,000 (combination of outright and matching funds). This would enable funding 18 at an average cost of \$75,000 in outright funds and \$45,000 in matching funds for each multi-year grant.
- Staffing: One additional program officer would be needed.

Strengthening Museums Programs

Objects and physical materials are an excellent way to "show" public audiences the history and culture of other areas of the world, and international subjects are more numerous among museum projects than in other categories in the Division of Public Programs. NEH-supported exhibitions have treated art from the major areas of the world and the major historical periods. International exhibitions, however, cost more in general than exhibitions on domestic subjects for a variety of reasons. The costs of shipping valuable objects around the world are much higher than shipping across the United States. In addition, a curator may be required to accompany the objects to oversee their shipping and installation, and fees may be required to borrow the objects. With reduced funds available to the Division, fewer museum projects in general can be supported, and therefore fewer international exhibitions. In FY 1995 the Endowment awarded \$9,987,000 for

museum projects; in 1999 only \$3,484,000—a reduction of 65%. A restoration of funds for Museums programs would make possible a concomitant increase in support for international exhibitions.

- **Impact:** An increase overall in funding for museum projects would make it possible for more museums to mount special exhibitions and would benefit large numbers of visitors to museums and as well as provide experiences that would enrich local educational programs.
- **Cost:** With grants ranging potentially from \$100,000 to \$150,000 the cost of twenty additional grants would range from \$2,000,000 to \$3,000,000.
- **Staffing:** An increase in funding available for the existing program might necessitate additional staff if application numbers increase substantially.

Strengthening Summer Seminars and Institutes

Among the programs most hard hit by the reductions in the Endowment's budget since 1995 are the Summer Seminar and Institute Programs. As an illustration, in 1995 the Endowment offered 158 summer seminars and institutes; in 2000 there will be only 49—a 69% decrease. Serving faculty at all levels, these programs used to reach approximately 2,600 participants, who in turn shared their experiences with an estimated 403,000 students. In 2000 there will be only 890 participants. A restoration of funds for Seminars and Institutes would make possible a concomitant increase in support for projects addressing other cultures.

- **Impact:** Restoration of funding to pre-1996 levels would enable the Endowment to offer summer programs for teachers on a wide variety of topics in the study of US and other cultures at 150-175 locations spread around the United States. An estimated 2600 participants could be supported.
- **Cost:** With the average cost for a seminar being \$90,000 and the average cost for an institute \$160,000, the cost of approximately 160 seminars and institutes would be \$20,000,000.
- **Staffing:** Staff for these programs was reduced in 1996 and, if funds were restored to previous levels and applications and participant reports increased, additional staff would be required.

Translations

The Endowment's support of scholarly translations has brought well over 550 works in more than 100 languages to American scholars, teachers, students, and the public. It also gave legitimacy and recognition to the activity of scholarly translation. Except for the small Wheatland Foundation, the NEH Translations program was the principal funding agency to which scholars engaged in translations could turn.³⁹ While projects involving translations remain eligible in the Fellowships, Stipends, and Collaborative Research programs, relatively few have been funded in recent years. The work of the scholar-translator, while critical to basic research, education, and the actual enjoyment of the reading public, is sometimes viewed as necessary but not genuinely original. The NEH Translations program changed that perception by applying rigorous criteria: the applicants had to make the case that the work to be translated was truly significant to the humanities and that it would be given historical and cultural context through a scholarly introduction and annotation. Reviewing translation proposals with other types of research activities makes the rigorous adherence to these standards more difficult. The

International Working Group therefore recommends that funding be sought for the restoration of the Translations program.

- Impact: The impact will be on teachers and students, who would benefit from availability of source material for classroom and research use; students who would see the advantages of learning other languages if they are exposed to interesting translations; and the general public, which would have good translations of important texts and documents. In addition, the support of translations conveys to other countries that the United States is interested in the cultural heritage of other parts of the world.
- Cost: At an average grant size of \$80,000 ten awards would require \$800,000 a year.
- Staffing: Restoration of a separate program would require additional staff.

Travel Grants

Young scholars who received NEH support for travel to research collections and archives in the period from 1983 to 1994 reported that receiving the small grant at a critical time in their careers was an important boost to their professional development. The NEH award not only helped them finance exploratory trips to collections but also served as an important credential and testimony to the merit of their projects. The International Working Group recommends that the Endowment seek a means of assisting younger scholars with research travel, but recognizes the logistical and staffing burdens of what would be a very high-volume program. The group recommends that eligibility be limited to untenured scholars who have not received prior support from the Endowment or major postdoctoral research awards from other sources.

Impact: Grants would benefit scholars at the early stages of their careers and would have a broad outreach.

Cost: The Division of Research has proposed the reinstitution of a Travel to Collections program with grants of \$1500 each. Two hundred awards would cost \$300,000.

Staffing: Even with restricted eligibility the reinstitution of a travel grant program would require additional program and support staff. The Research Division and the Grants Office cannot absorb another high-volume program with current staff.

4. POTENTIAL PARTNERSHIPS

The International Working Group is exploring the possibility of partnerships with other government agencies and private foundations. In some cases existing programs supporting the study of other cultures are complementary, and NEH has previously joined with other government agencies, such as NSF, the Department of Education, and USIA, in support of a variety of activities that responded to the separate goals of each agency. For example, between 1985 and 1997, foreign participants joined American teachers in NEH seminars focusing on American history and culture.⁴⁰ USIA managed the selection process for foreign participants and supported the costs for those teachers while the Endowment supported the administrative costs of the project and the stipends for US participants.

Cooperation with private organizations and foundations has made possible several projects and initiatives. A recent result of such cooperation is the “Edsitement” project, created by the

Endowment, the Council of the Great City Schools, MCI WorldCom, and the National Trust for the Humanities.⁴¹ Through the use of matching offers the Endowment has also encouraged third-party support, both US and foreign. For example, in the Translations program the offer of matching funds was used to encourage other countries to join with the United States in support of these projects that indeed increase cultural interchange. Many did so, most notably the governments of Germany, France, Spain, and the Netherlands. Archaeology and editions projects have also been very successful in raising private contributions in response to NEH matching offers.

Details of other possible partnerships will emerge as discussions with other agencies, organizations, and foundations proceed and opportunities are identified.

5. OTHER SUGGESTIONS

The International Working Group has under discussion other ideas that require more research and discussion with program staff before the group can make specific recommendations. One example is:

Ventures for Public Television and Public Radio

Less programming in the broadcast media, even public television and public radio, is demonstrably devoted to foreign subjects than to American subjects. On public television, there is no standing series comparable to *The American Experience* or *American Masters* that is devoted to international history and culture, and foreign subjects have to compete against a wide variety of subjects and specials for the ever diminishing unreserved spots on the prime time schedule. On public radio, there is one daily on-going series devoted to international issues, *The World*, but this is a news magazine program, and it focuses therefore on current events and topics of timely interest. Independent delimited radio documentary series face great challenges to broadcast because more and more programmers of radio stations are reluctant to suspend popular daily on-going programs to make room for such series. Thus, it is not sufficient for NEH to support the costs of producing television and radio programs on international subjects; the programs still must secure good broadcast arrangements in order to reach significant audiences. In addition, public television is turning more and more to international co-productions to finance international subjects. Developers of such programs are reluctant to apply to NEH for funds because of the extensive time and effort required by our review process when in shorter time and with far less documentation they can secure funding from other sources. Thus, those international subjects most likely to interest audiences are currently being produced independently of NEH.

The International Working Group believes that the Endowment should explore the possibility of two kinds of initiatives for Media, one for television, one for radio. With television, the Endowment should explore the possibility of forming partnerships with other funders of international subjects to develop and fund series on international subjects. Such a partnership would require NEH to review television projects somewhat differently from the way it does now. The advantage would be that NEH would regain the opportunity to participate in highly successful, highly appealing series both nationally and internationally, such as "Columbus and

the Age of Discovery." For radio, the working group suggests developing an initiative to develop humanities programming on foreign cultures designed to be broadcast within existing, on-going programs. This would be similar to an initiative we offered two years ago that was devoted to American subjects and that received an enthusiastic response.

- Cost of a Television Partnership: To be a large enough funder to influence the scholarly content of a high visibility international series, the NEH would need to contribute \$750,000, much of which, perhaps even all of which, could be in matching funds.
- Cost of a Radio Initiative: 6 development grants at \$50,000 each, 2 production grants at \$300,000, or a total of \$900,000,
- Staffing: To undertake these two different media efforts, one additional program officer would be required, in addition to support staff.

Members of the International Working Group

Christine Kalke, Chairman

Elizabeth Arndt

Margot Backas

Ginny Canter

Martha Chomiak

Lois Fusek

Alice Hudgins

Karen Miles

Barbara Paulson

Enayet Rahim

Bruce Robinson

Nancy Sturm

Endnotes

¹ National Foundation on the Arts and the Humanities Act of 1965 (P.L. 89-209). Section 2: "Declaration of findings and purposes."

² U. S. Congress. House of Representatives. Committee on Education and Labor. *Report 99-274 together with Supplementary and Additional Views [to accompany H.R. 3248]*, September 18, 1985, p.16.

³ National Foundation on the Arts and Humanities Act of 1965, P.L. 89-209 (as amended through December 31, 1991), Section 7c, 5and 6.

⁴ Barnaby C. Keeney, "The Chairman's Statement," *National Endowment for the Humanities Fourth Annual Report*, p. 4.

⁵ *National Endowment for the Humanities, Third Annual Report* (1968), p. 3.

⁶ Neil Morgan, "In grim world of Albanians, a dictionary offers a clue," *The San Diego Union-Tribune*, April 27, 1999.

⁷ The three original fellowship programs were "The Senior Fellowship Program," intended for those who had considerable experience as teachers, scholars, writers, and who had produced significant work in the humanities; "The Younger Scholars Fellowship Program," intended to serve the needs of the junior scholars who needed release time from usually quite heavy teaching loads to undertake and complete a research project; and "The Summer Stipends Program," which was to provide junior scholars with release time during the summer to do research. Over the years changes have been made to define and to reach the fellowships programs' constituencies more effectively. Today the fellowships programs are known as Fellowships for University Teachers, Fellowships for College Teachers and Independent Scholars, and Summer Stipends.

⁸ Twenty-five percent of the 1967-68 (157) grantees reported that they would offer new courses as a result of their research. In 1998, Amanda Teo, a summer fellow from Princeton University in the Division of Research and Education, did a survey of the 1990-91 fellowship grantees (233) to determine the number of new or revised courses that resulted from their research. There were a total of 158 new courses, and a total of 134 revised courses. Among the new courses offered were "Business and Society in Japan," "Radical Print and Practice in the English Revolution," "Classical Interpretations of the Industrial Revolution," "Religion and the State in Islam," "Folklore of India," "The Cuban-American Experience," "The Practice of Cultural History," "Modernism and World War I," and "The British Empire." Teo also surveyed the 1995-96 fellowship grantees (172) and, as of August, 1998, the total number of new courses developed was 82 and the total of revised courses was 61. Among the new courses to be offered were "Germany in the Age of Revolution and Reform," "Literature and History: Russian Historical Imagination in the European Context," "The Idea of Private and Public in Seventeenth-Century France," "African Folk Poetry and Folk Song," "Ideas and Ideologies in Twentieth-Century Latin America," "Race and Sexual Politics in Southeast Asia," Buddhism and Literature in South

Asia,” “Aesthetics and Politics in Central Europe,” and “The Spanish Frontier in North America.”

⁹ *National Endowment for the Humanities First Annual Report*, Fiscal Year 1966, p. 13.

¹⁰ *National Endowment for the Humanities First Annual Report*, Fiscal Year 1966, p. 4.

¹¹ *Ibid.*, p. 14.

¹² *National Endowment for the Humanities Ninth Annual Report*, Fiscal Year 1974, p. 42.

¹³ The program is now called “Fellowship Programs at Independent Research Institutions” and supports programs at institutions both here and abroad.

¹⁴ National Science Foundation. “International.” <http://www.nsf.gov/sbe/int/pubs/97overview/> (July 24, 1999).

¹⁵ *National Endowment for the Humanities First Annual Report*, Fiscal Year 1966, p. 13.

¹⁶ *Ibid.*

¹⁷ *National Endowment for the Humanities Fourth Annual Report*, Fiscal Year 1970, p. 27.

¹⁸ Projects for individual research and writing in archaeology are also eligible in the Fellowships and Stipends program; the statistics cited here do not include those grants.

¹⁹ Stanford University Press, 1998.

²⁰ *National Endowment for the Humanities First Annual Report*, Fiscal Year 1970, p. 13.

²¹ Among the little known languages represented on the funded lists are:

(Asian): Burmese, Javanese, Malay, Mongolian

(Germanic): Danish and Swedish, Dutch, Flemish

(Indic): Bengali, Hindi, Marathi, Rajasthani, Tamil, Telegu, as well as Sanskrit, Sinhala, Urdu, and Tibetan

(Near Eastern): Arabic, Hebrew, and Persian; also Armenian, Azerbaijani, Circassian, Aramaic, Tajik, and Turkic

(Romance): Aragonese, Catalan, Old French, Provençal

(Slavic): Belorussian, Bulgarian, Serbo Croatian, Church Slavonic

(African): Bambara, Dagbama, Amharic, Fulfulde, Luganda, Nuer, Yoruba

Others include Nukuoro (Polynesia), Gaelic, and Finnish.

²² Support for scholars working on translations is available through the Fellowships programs, but support is limited to work done by an individual for a period no longer than twelve months. The National Endowment for the Arts also supports fellowships for translators, but the emphasis is upon “creative translations.” NEH-supported translations include a scholarly introduction and annotations to place the work in context for an American audience.

²³ Division of Education guidelines, 1999.

²⁴ *Ibid.*

²⁵ *National Endowment for the Humanities Twentieth Annual Report*, Fiscal Year 1985, p. 6.

²⁶ *National Endowment for the Humanities Twenty-Sixth Annual Report*, Fiscal Year 1991, p. 21.

²⁷ Washington Commission for the Humanities, "Inquiring Mind," Speakers, <http://www.humanities.org/inquiringmind/dholsinger.html> (August 11, 1999).

²⁸ See also Alice Chandler, "Funding International Education—Problems and Prospects," *International Educator*, Volume viii., no. 2, <http://www.nafsa.org/publications/ie/spring99/chandler.html> (June 23, 1999).

²⁹ *Ibid.*, pp. 10 and 5.

³⁰ *Ibid.*, p. 10.

³¹ Pauline Yu, "The Course of the Particulars: Humanities in the University in the Twenty-First century," *The Transformation of Humanistic Studies in the Twenty-first century: Opportunities and Perils*, ACLS Occasional Paper No. 40, <http://www.acls.org/op40yu.htm> (August 12, 1999).

³² Thomas Bender, "Locality and Worldliness," *The Transformation of Humanistic Studies in the Twenty-first century: Opportunities and Perils*, ACLS Occasional Paper No. 40, <http://www.acls.org/op40ben.htm> (August 12, 1999).

³³ Robert L. Albright, "An International People in Need of Internationalizing, *Educating for Global Competence: America's Passport to the Future*, American Council on Education, 1998. See also *International Education in the New Global Era*, edited by John N. Hawkins et al., International Studies and Overseas Programs, University of California, Los Angeles, 1998.

³⁴ "Serving Common Interests within the Global Education Community," Background Paper for USNEI (United States Network for Education Information, US Department of Education, <http://www.ed.gov/NLE/USNEI/HP1B1.html> (August 13, 1999)

³⁵ *Ibid.*

³⁶ *International Dimensions of NSF Research and Education: FY 1997 Annual Report*, <http://www.nsf.gov/sbe/int/pubs/97overview/> (June 6, 1999).

³⁷ Barnaby C. Keeney, "The Chairman's Statement," *National Endowment for the Humanities Fourth Annual Report*, p. 4.

³⁸ John Meredith, "Short Summary of NEH Archaeology Research Grants, 1991-1998," <http://intranet/hst/links/neh-nsf%20archaeology%20grants.htm> (August 12, 1999).

³⁹ The National Endowment for the Arts also supports fellowships for translators, but the emphasis is upon “creative translations.” NEH-supported translations include a scholarly introduction and annotations to place the work in context for an American audience.

⁴⁰ See page 14.

⁴¹ See page 15.